

# A J LEWIS GREENVIEW ELEMENTARY

726 Easter Street  
Columbia, South Carolina 29203

**GRADES** K-5 Elementary School

**ENROLLMENT** 481 Students

**PRINCIPAL** Delores Gilliard 803-735-3417

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	51	13	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

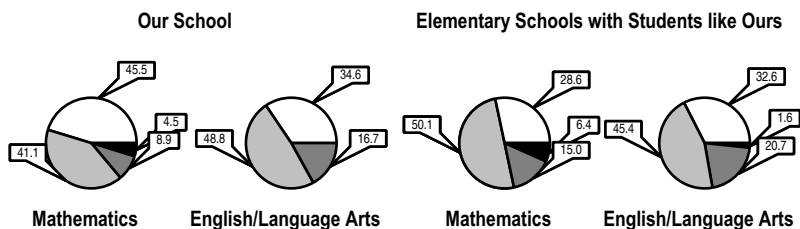
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




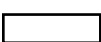
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Good	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	35	79	65
Percent satisfied with learning environment	88.2%	83.1%	83.6%
Percent satisfied with social and physical environment	100.0%	85.3%	73.3%
Percent satisfied with home-school relations	76.5%	89.3%	85.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	266	99.6	34.6	48.8	16.7	N/A	16.7	17.6
Gender								
Male	145	99.3	41.4	46.6	12.0	N/A	12.0	17.6
Female	121	100.0	27.3	50.9	21.8	N/A	21.8	17.6
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	263	99.6	35.0	48.8	16.3	N/A	16.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	223	99.6	31.1	50.2	18.7	N/A	18.7	17.6
Disabled	43	100.0	54.1	40.5	5.4	N/A	5.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	266	99.6	34.4	49.0	16.6	N/A	16.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	266	99.6	34.4	49.0	16.6	N/A	16.6	17.6
Socio-Economic Status								
Subsidized meals	210	99.5	38.8	44.8	16.4	N/A	16.4	17.6
Full-pay meals	56	100.0	23.7	59.3	16.9	N/A	16.9	17.6

Mathematics								
All students	266	100.0	45.5	41.1	8.9	4.5	13.4	15.5
Gender								
Male	145	100.0	48.9	39.8	7.5	3.8	11.3	15.5
Female	121	100.0	41.8	42.7	10.9	4.5	15.5	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	263	100.0	45.8	40.8	9.2	4.2	13.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	223	100.0	41.6	42.6	10.5	5.3	15.8	15.5
Disabled	43	100.0	67.6	32.4	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	266	100.0	45.2	41.5	9.1	4.1	13.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	266	100.0	45.2	41.5	9.1	4.1	13.3	15.5
Socio-Economic Status								
Subsidized meals	210	100.0	46.4	39.9	9.8	3.8	13.7	15.5
Full-pay meals	56	100.0	44.1	44.1	6.8	5.1	11.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	76	N/A	28.9	34.2	31.6	5.3	36.8
	Grade 4	83	N/A	19.3	59.0	19.3	2.4	21.7
	Grade 5	94	N/A	16.0	64.9	18.1	1.1	19.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	89	98.9	24.1	50.6	25.3	N/A	25.3
	Grade 4	88	100.0	32.9	44.3	22.8	N/A	22.8
	Grade 5	89	100.0	46.4	51.2	2.4	N/A	2.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	76	N/A	36.8	53.9	6.6	2.6	9.2
	Grade 4	83	N/A	41.0	39.8	9.6	9.6	19.3
	Grade 5	94	N/A	40.4	34.0	18.1	7.4	25.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	89	100.0	49.4	39.8	7.2	3.6	10.8
	Grade 4	88	100.0	39.2	43.0	10.1	7.6	17.7
	Grade 5	89	100.0	47.6	40.5	9.5	2.4	11.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 481)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.9%	Down from 2.0%	3.4%	2.4%
Attendance rate	96.6%	Down from 97.1%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.4%	Down from 12.1%	8.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.5%	Down from 8.3%	9.0%	8.0%
Older than usual for grade	0.6%	No change	2.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	75.8%	Up from 74.3%	43.9%	50.0%
Continuing contract teachers	100.0%	Up from 91.4%	83.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.4%	Up from 86.7%	84.7%	86.2%
Teacher attendance rate	94.6%	Down from 94.9%	94.9%	95.3%
Average teacher salary	\$46,236	Up 3.0%	\$39,285	\$39,909
Prof. development days/teacher	8.0 days	Up from 7.5 days	12.1 days	11.4 days

School				
Principal's years at school	6.0	No change	3.0	4.0
Student-teacher ratio	18.5 to 1	Down from 20.9 to 1	18.1 to 1	18.9 to 1
Prime instructional time	90.0%	Down from 90.3%	89.3%	89.7%
Dollars spent per pupil*	\$6,236	Up 7.0%	\$6,006	\$5,892
Percent spent on teacher salaries*	76.0%	Down from 78.6%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

A.J. Lewis Greenview Elementary School made significant progress during the 2002-2003 school year.

During the 2002-2003 school year, six teachers participated in STEMS training (Sharing Teaching Experiences in Math and Science), and two teachers are STEMS trainers for the school, three teachers are trained to assist other colleagues in teaching American History, and eight teachers, with the principal, completed the third and final year in the Governor's Reading Initiative program. Other highlights include: Three Odyssey of the Mind teams won first and second places at the state competition and qualified to compete in the World Finals Competition; 38 fourth- and fifth-grade students qualified to participate in the MAP program through Duke University; and several students placed in the district's Visual Literacy Awards program.

Test results indicated a need to focus additional effort on developing students' skills in the social sciences and mathematics. SCRI and Reading Recovery teachers share effective reading and writing strategies at faculty and staff development meetings. The math period was extended to allow students an opportunity to practice and apply learned skills. Additionally, we have incorporated the Accelerated Reader and Math programs and computer instruction to reinforce students' skills in the areas of reading, math, and writing. The implementation of our leveled bookroom provides a wide selection of leveled books to meet the reading needs of all students.

Other interventions offered in the school include: after-school improvement classes in math, reading, and writing; and retired teachers working with identified students in grades 3-5 in an enhancement program focusing upon raising academic achievement in math and reading during the regular school day. In addition, Breakthrough to Literacy is used in CD and Kindergarten to develop skills needed for students to become competent readers. Students in first grade receive assistance through the Reading Recovery program. Flex grouping is incorporated to assist students who are experiencing difficulty with particular skills.

Challenges that continue to face our school include: a drastic change in our community demographics; single parents or extended family members heading many of our families; and a growing number of grandparents serving as the primary caregivers to students attending the school. We will continue to focus our efforts to better serve the changing community in our school zone.

Delores Gilliard, Principal, A. J. Lewis Greenview Elementary School

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.